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**2003-2004 *No Child Left Behind-Blue Ribbon Schools Program***  
**Cover Sheet**

Name of Principal Mrs. Sherry McAllister  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Alphonsus Catholic School  
(As it should appear in the official records)

School Mailing Address 504 Jackson Avenue  
(If address is P.O. Box, also include street address)

Ocean Springs MS 39564-4620  
City State Zip Code+4 (9 digits total)  
Tel. ( 228 ) 875-5329 Fax ( 228 ) 875-3584

Website/URL www.stal.org E-mail stalphonsus@cableone.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Lanny Acosta  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Catholic Diocese of Biloxi Tel. ( 228 ) 702-2129

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mrs. Penny Davis  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

\_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other (Briefly explain)  
  
 \_\_\_\_\_ Total
2. District Per Pupil Expenditure: \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
 

☒ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural
4. 8.4 Number of years the principal has been in her/his position at this school.  
N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>	23	18	<b>41</b>		<b>7</b>			0
<b>1</b>	16	15	<b>31</b>		<b>8</b>			0
<b>2</b>	15	17	<b>32</b>		<b>9</b>			0
<b>3</b>	16	17	<b>33</b>		<b>10</b>			0
<b>4</b>	16	6	<b>22</b>		<b>11</b>			0
<b>5</b>	9	17	<b>26</b>		<b>12</b>			0
<b>6</b>	16	21	<b>37</b>		Other	37	36	73
			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>					<b>295</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 93                | % White                          |
| 2                 | % Black or African American      |
| 2                 | % Hispanic or Latino             |
| 3                 | % Asian/Pacific Islander         |
| 0                 | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 1.7 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	294
(5)	Subtotal in row (3) divided by total in row (4)	.017
(6)	Amount in row (5) multiplied by 100	1.7

8. Limited English Proficient students in the school: 0 %  
N/A Total Number Limited English Proficient  
 Number of languages represented: 1- English  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 8 %

26 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6 %  
18 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>      </u> Autism	<u>      </u> Orthopedic Impairment
<u>      </u> Deafness	<u>      </u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u>      </u> Specific Learning Disability
<u>      </u> Hearing Impairment	<u>18</u> Speech or Language Impairment
<u>      </u> Mental Retardation	<u>      </u> Traumatic Brain Injury
<u>      </u> Multiple Disabilities	<u>      </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>      </u>
Classroom teachers	<u>16</u>	<u>      </u>
Special resource teachers/specialists	<u>3</u>	<u>3</u>
Paraprofessionals	<u>4</u>	<u>4</u>
Support staff	<u>4</u>	<u>3</u>
Total number	<u>28</u>	<u>10</u>

12. Average school student-“classroom teacher” ratio: 18: 1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96%	97%	97%	98%	98%
Daily teacher attendance	96%	96%	97%	96%	97%
Teacher turnover rate	10%	12%	16%	10%	13%
Student dropout rate	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Student drop-off rate	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

14. **(High Schools Only) Show** what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<u>N/A</u>
Enrolled in a 4-year college or university	<u>N/A</u> %
Enrolled in a community college	<u>N/A</u> %
Enrolled in vocational training	<u>N/A</u> %
Found employment	<u>N/A</u> %
Military service	<u>N/A</u> %
Other (travel, staying home, etc.)	<u>N/A</u> %
Unknown	<u>N/A</u> %
<b>Total</b>	<b>100 %</b>

## PART III – SUMMARY

### St. Alphonsus Elementary School Mission

The mission of St. Alphonsus is to provide a Catholic elementary school education that is a living, Christian community supported by teachers, parents, and clergy working together to provide a broad, competitive curriculum that challenges its children academically and spiritually through self-discipline and service to God and community.

### St. Alphonsus Elementary School Overview

St. Alphonsus is a small Catholic elementary school located in southern Mississippi on the Gulf of Mexico. It is a part of the Catholic Diocese of Biloxi and is administered by the parish pastor and an on-site principal. A ten-member advisory board oversees policy and budget. Dr. Lanny Acosta is the superintendent. Currently St. Alphonsus serves students in pre-kindergarten through grade six. There are two self-contained classes of most grades with approximately 18 students in each class. Students exiting St. Alphonsus attend the public schools in Ocean Springs and Jackson County, or the private Catholic school, Mercy Cross. Typically, as they move into the next level, they are recognized as outstanding students both academically and socially.

We have a staff of 33 professionals servicing approximately 300 students. We boast that all of our students are formally instructed in the Spanish language. The longevity of St. Alphonsus is a testament to its success. After over 100 years of excellence in education, we are continually working to improve our school. As a faculty and staff, we carefully examine each facet of our school to assess our strengths and identify areas for improvement. Our continual improvement plan begins with research of the subject, how model schools address our area of concern, and what makes these schools successful. We develop short- and long-term goals to achieve success and appoint small committees to further refine the goals and establish milestones for their implementation. At the end of the academic year we assess our improvements and devise a follow-up program to monitor our continued growth in that area.

The nationally recognized Stanford Achievement Test (Ninth Edition) is administered annually with the majority of students scoring between the 77<sup>th</sup> and 99<sup>th</sup> percentile. Areas of strength include math and reading. Our students generally score exceptionally high on standardized testing in math and usually place in local academic competitions. Also, accuracy on overall reading comprehension is ranked at 93%, as indicated on the Accelerated Reading School Summary results, grades one through six. For two

consecutive years, students from St. Alphonsus have been recognized as outstanding in the regional science fair competition for Mississippi. The school choir placed first in the local choir competition and has received numerous invitations to perform for public events. The school has recorded two professional music CDs.

In addition, the warm family atmosphere and supportive teachers influence the children to be considerate, caring, well-adjusted members of society.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### ***Interpreting Assessment Results In Reading and Mathematics***

St. Alphonsus uses a variety of assessment methods in the areas of reading and math. These include the Stanford Achievement Test (SAT-9), the STAR Early Literacy test, the STAR Reading test, the STAR Math test, the Reading Renaissance/Accelerated Reader program and the Standards Master diagnostic tests. Teachers administer and use results from these tests to meet the individual needs of students. The following descriptions provide a general overview of each test and its results.

The Stanford Achievement Test is administered in grades one through six. This test covers all subject areas and provides an overall picture of student performance. St. Alphonsus students meet or exceed the 78<sup>th</sup> national percentile in reading by grade level; they meet or exceed the 79<sup>th</sup> percentile in the area of math.

The Early Literacy diagnostic test is given primarily in grades pre-kindergarten through first grade and helps teachers identify specific areas of need in reading for individual students. This test assesses general reading readiness, graph phonemic knowledge, phonemic awareness, phonics, comprehension, structural analysis, and vocabulary.

The STAR Reading test is administered to grades two through six and helps teachers determine student reading levels in order to meet individual student needs in the language arts curriculum. Current test results indicate that of the 147 students tested, 88 are performing at or above the 75<sup>th</sup> percentile according to national norms in reading level performance.

The STAR Math test is given in grades four through six and is used as a tool to assist in determining math placement levels. Results of the STAR Math test indicate that of the 85 students tested, 51 are performing at or above the 75<sup>th</sup> percentile according to national norms in mathematical performance.

The Accelerated Reading/Reading Renaissance program is used in grades one through six to closely monitor and track student reading progress throughout the year. Current overall school summaries indicate that students are reading with 93.3% accuracy in comprehension.

The Standards Master diagnostic tests assess student needs in specific areas of the Mississippi curriculum. The results of these newly implemented tests will be used to determine student instructional needs and will guide instructional planning.

### ***Using Assessment Data***

St. Alphonsus faculty and staff review all assessment data to understand and analyze student achievement

and curriculum strengths. SAT and Otis-Lennon Test of Ability results are evaluated twice yearly in May and August. Grade-level scores are measured and graphed to ascertain general progress through the school's curriculum. These results also aid in the evaluation of the success of curriculum programs implemented in the school (Saxon Math and Shurley English) as well as areas of weakness. Our current science curriculum mapping resulted directly from such a review.

Criterion referenced assessment programs, including Early Literacy, STAR Reading, STAR Math, and Standards Mastery from Renaissance Learning, are the formative assessment tools used at St. Alphonsus. All of these tests are administered to students in grades one through six, with the exception of Early Literacy, which assesses student reading abilities in pre-kindergarten through first grade. Results are analyzed from the criterion-referenced tests quarterly to determine areas of growth for individual and/or groups of students as an instructional aid. This data supports the development of individual and/or group remediation and enrichment activities by the teachers.

### ***Communicating Student Performance***

Graded work folders are sent home on a weekly basis and require parent/guardian signature upon their return. Additionally, quarterly progress reports, end-of-term report cards, and Stanford/Otis-Lennon scores provide written confirmation of student performance. Students and parents receive individual Stanford/Otis Lennon results before the close of the school year.

Parents can request a parent conference at any time with a teacher and/or principal to discuss assessment data. A mandatory mid-year parent conference allows teachers to share each student's strengths and weaknesses with their partners in education. Individual instructional plans, based on assessment data evaluations, are provided at this time.

Stanford/Otis-Lennon tests results for the entire school population are communicated to parents at the May PTO meeting. Paper copies of this communication are made available to anyone who requests them. The Diocese of Biloxi publishes tests results, by school, in the Sun-Herald and the Gulf-Pine Catholic newspapers. St. Alphonsus School and Diocese of Biloxi web pages ([www.stal.org](http://www.stal.org) and [www.biloxidiocese.org](http://www.biloxidiocese.org)) also post the test results.

### ***Sharing Successes with Other Schools***

We share our plans and ideas with our school family through the school board and PTO meetings and with others by inviting members of our community to be a part of our research and planning. Our students contribute their time and talents to our community through numerous cultural activities and service. Our staff and faculty are always ready to share ideas with others by offering to have members of our focus groups speak at their staff development meetings. We also offer to serve as consultants to struggling schools in our Diocese and community.

The principal serves as a resource to schools by acting as a facilitator and/or chair for the visiting team in the accreditation process for Southern Association of Colleges and Schools. The principal is currently scheduled to work with a school in north Mississippi as they prepare for an on site visit to determine continued accreditation.



## PART V – CURRICULUM AND INSTRUCTION

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### *Curriculum Overview*

St. Alphonsus serves children in pre-kindergarten through grade six. The school's curriculum centers on God and focuses on developing children with strong moral character, outstanding academic performance, and the enhanced skills necessary for education and life. Content area courses are taught in a self-contained classroom environment. In addition, students attend resource classes taught by specialists in fine arts, foreign language, technology, and physical education. The following descriptions provide insight into student involvement pertaining to each specific curriculum area.

St. Alphonsus provides a comprehensive language arts program designed with outstanding student achievement in mind. The cornerstones of our program include the Shurley English method, Open Court Reading, and the Reading Renaissance Program. The Shurley method is used in grades two through six and focuses on grammar, creative writing, and vocabulary development. Students experience consistency as they progress from grade to grade, building upon skills and concepts taught in previous years. The Open Court Reading program promotes a strong reading foundation through emphasis on phonetic development. Finally, the Reading Renaissance Program is tailored to meet the needs and abilities of individual students by encouraging and challenging their reading performance.

The math curriculum at St. Alphonsus is driven by the Saxon Math program and focuses on reasoning, application, and computation. The program provides each student with daily reinforcement and application of multiple skills throughout the entire year rather than isolating a particular skill, assessing it, and moving on without continued practice and reinforcement. Students are regularly engaged in multiple skill-related tasks and use manipulatives to provide concrete representations of each concept as it is presented.

Social studies and science curriculum areas are taught through classroom experiments, hands-on projects, programs, and travel experiences. Students are taught to develop critical thinking skills through applied scientific method activities.

A well-equipped computer lab enables each student to use a personal computer as part of our dynamic technology curriculum. A computer specialist is employed to provide hands-on experience in computer keyboarding, word processing, Internet research, computer presentations, and desktop publishing skills. All of these skills are then directly applied to classroom activities.

St. Alphonsus provides a physical education curriculum that focuses on wellness, physical fitness, social interaction skills, and sports knowledge for all grade levels. A physical education specialist who provides students with direct experience in multiple skills through various sports activities teaches these skills.

Developmental exposure to the Spanish language through vocabulary development, grammar skills, and learning activities is the highlight of our Spanish curriculum. Our foreign language specialist provides instruction through the Viva Espanola program for pre-kindergarten through first grade and the Salsa Program for grades two through six.

St. Alphonsus provides a fine arts curriculum in the area of music for grades pre-kindergarten through six. Students are involved in singing, performing on percussion, performing on the recorder, exposure to music history and culture, rhythmic movement, and dramatic opportunities under the guidance of a music specialist.

## ***Reading Curriculum***

The development and enhancement of age-appropriate literacy skills for all children is a primary objective at St. Alphonsus. We vigorously promote and instill a love of reading in every child. Three components comprise our reading curriculum: daily classroom instruction, daily reading practice, and the use of Renaissance Learning's Diagnostic Software. Reading instruction is a vital part of every classroom from our pre-school to the sixth grade. Within the classroom, phonemic awareness and phonics instruction are essential components of our early literacy program, as is the use of listening centers and guided reading techniques. Teachers use the STAR Early Literacy Test in the lower grades to identify strengths and weaknesses and customize lessons. In addition, students in grades one through six participate in the research-based Accelerated Reading (AR) Program by Renaissance Learning. Students have daily practice time to read books and take quizzes that test reading comprehension. Optimal goals and reading levels are identified for each individual child based on their STAR Reading Test results. Students work toward an incentive each term and their progress is monitored for early intervention. Those having difficulty receive individualized instruction through our Title I and/or Mentoring Programs. The STAR Early Literacy Test can also be used as a tool for upper elementary teachers to pinpoint specific skills that need improvement. Class books and additional Renaissance Learning software, Accelerated Vocabulary and Literacy Skill Tests, aid both teacher and student in the development of vocabulary, higher level thinking skills, and literacy skills. Together with our reading curriculum, strong parental involvement, and school-wide literary events that celebrate reading and writing (such as online book reviews, book fairs, and bedtime story hour), an appreciation of literature and a true love of reading are fostered throughout our student body. The success of our reading program is reflected in both the library's circulation records, which have reached an all time high, and in our average student comprehension level of 93.3%.

## ***Technology Curriculum***

The St. Alphonsus mission of providing a challenging academic curriculum is heavily promoted through the assessment, instruction, and remediation of essential technology skills. Students receive weekly instruction from the staff computer specialist in basic computer skills, keyboarding, and Internet research. Our computer lab is equipped with new Dell XP computers, a data projector, and an interactive computer projection screen. Additional instruction is provided when classroom teachers take the students into the lab to conduct research and prepare creative projects utilizing the Internet and various computer programs. *Encarta Encyclopedia* and the complete card catalog from our school library are available on all computers, both in the lab and in the classroom. Students are taught how to access and apply information from both sources. Tom Snyder Software is available to reinforce science and social studies objectives.

St. Alphonsus is one of the first schools in the state to use Renaissance Learning's new *Standards Master* software to monitor student mastery of state objectives. Reading and comprehension skills are facilitated every day through the highly successful *Accelerated Reading* program. Students read books and take computerized tests that evaluate comprehension and assess specific language and reading skills. Renaissance Learning Software is an integral part of our reading, language, and math curriculums. Up-to-date technology makes it possible for all students to be tested at the beginning of the school year and periodically throughout the year on *STAR Reading*, *STAR Math*, and *STAR Early Literacy* software to help determine appropriate reading levels and goals as well as to help place students in appropriate math classes. Struggling readers are identified through this process and are given remediation through the prescriptive reading program, *Fluent Reader*. Remediation is further facilitated by computers in our Title I program using a variety of prescriptive software, including *Fluent Reader*.

### ***Instructional Methods for Improving Student Learning***

As part of our math curriculum, students are tested on the STAR Math test at the beginning of the school year to determine their placement in the math program. Based on their score, historical math grades, and teacher recommendations, students are then placed in either an on-grade level or an advanced level math class. In the area of reading, students are evaluated two or three times annually using STAR Early Literacy and/or STAR Reading tests, according to their age and ability. Reading goals and levels are assigned based upon the results of these tests, as well as upon individual student factors. We provide a full-time tutor to students struggling with math or reading, and a Title I teacher is employed to assist qualified students.

Individual teachers are encouraged to use a wide variety of creative instructional methods. A few of these methods include using math manipulatives for Saxon Math, incorporating hands-on science experiments to demonstrate science concepts, teaching songs and chants to reinforce language rules in Shurley English, inviting members of the community to bring their expertise into the classroom, planning meaningful educational field trips to reinforce class study, and using technology to present ideas to students.

### ***Professional Development Program Impacts Student Achievement***

The five-year strategic plan for St. Alphonsus incorporates an aggressive staff development program. Following an analysis of the extensive school assessment data, goals for individual student learning are identified and subsequently addressed directly through staff development. For example, analysis of previous year assessment data led us to target science and reading as areas where student achievement could be strengthened. For the 2003-2004 school year, our overall focus is on improving student thinking and reasoning skills through the integration and expansion of student knowledge.

Regularly scheduled in-service training sessions address various techniques for teaching critical thinking skills. Curriculum mapping by grade level was completed to eliminate overlapping and to ensure that all district, state, and SAT skills were being adequately covered. In addition, a total of twelve technology training sessions are being provided this year to offer teachers additional methods of reinforcing science, reading, and critical thinking skills. Also, many technology and curriculum learning opportunities have been made available to our faculty through community programs, such as workshops offered by NASA, the Catholic Diocese of Biloxi, and the Gulf Coast Education Consortium. Several teachers participate at the annual National Reading Renaissance conference to learn the latest techniques in teaching reading. These faculty members are given release time in exchange for conveying skills and knowledge to their colleagues.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

Private school association(s): Catholic  
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c) (3)) status?      Yes   X   No \_\_\_\_\_

## Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

Catholic/Non Catholic	<u>\$3,070/4,170</u>	<u>\$3,070/4,170</u>	<u>\$3,070/4,170</u>	<u>\$3,070/4,170</u>	<u>\$3,070/4,170</u>	<u>\$3,070/4,170</u>
	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
	<u>\$3,070/4,170</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
	<u>N/A</u>	<u>N/A</u>				
	12 <sup>th</sup>	Other				

2. What is the educational cost per student?  
(School budget divided by enrollment) \$3,679
3. What is the average financial aid per student? \$ 1,114
4. What percentage of the annual budget is devoted to  
scholarship assistance and/or tuition reduction? 2 %
5. What percentage of the student body receives  
scholarship assistance, including tuition reduction? 6 %

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 1 Test: **Math Stanford Achievement Test – 9<sup>th</sup> Edition (Form S)**

Edition/publication year 1996 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered 31

Number of students who took the test 31

What groups were excluded from testing? Why and how were they assessed? \_\_\_\_\_

\_\_\_\_\_ No students were excluded from testing.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
<b>SCHOOL SCORES</b>					
Total Score	79%	80%	84%		
Number of students tested	31	40	35		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 2 Test: **Math Stanford Achievement Test – 9<sup>th</sup> Edition (Form S)**

Edition/publication year 1996 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered 34

Number of students who took the test 34

What groups were excluded from testing? Why and how were they assessed? \_\_\_\_\_

\_\_\_\_\_ No students were excluded from testing.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
<b>SCHOOL SCORES</b>					
Total Score	80%	85%	84%		
Number of students tested	34	30	35		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 3 Test: **Math Stanford Achievement Test – 9<sup>th</sup> Edition (Form S)**

Edition/publication year 1996 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered 29

Number of students who took the test 29

What groups were excluded from testing? Why and how were they assessed? \_\_\_\_\_

\_\_\_\_\_ No students were excluded from testing.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
<b>SCHOOL SCORES</b>					
Total Score	91%	88%	87%		
Number of students tested	29	36	45		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 4 Test: **Math Stanford Achievement Test – 9<sup>th</sup> Edition (Form S)**

Edition/publication year 1996 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered 31

Number of students who took the test 31

What groups were excluded from testing? Why and how were they assessed? \_\_\_\_\_

\_\_\_\_\_ No students were excluded from testing.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
<b>SCHOOL SCORES</b>					
Total Score	86%	80%	86%		
Number of students tested	31	43	44		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					



## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 5 Test: Math Stanford Achievement Test – 9<sup>th</sup> Edition (Form S)

Edition/publication year 1996 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered 41

Number of students who took the test 41

What groups were excluded from testing? Why and how were they assessed? \_\_\_\_\_

\_\_\_\_\_ No students were excluded from testing.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles ☒ X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
<b>SCHOOL SCORES</b>					
Total Score	93%	92%	85%		
Number of students tested	41	40	48		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 6 (Exit Grade) Test: **Math Stanford Achievement Test – 9<sup>th</sup> Edition (Form S)**

Edition/publication year 1996 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered 34

Number of students who took the test 34

What groups were excluded from testing? Why and how were they assessed? \_\_\_\_\_

\_\_\_\_\_ No students were excluded from testing. \_\_\_\_\_

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
<b>SCHOOL SCORES</b>					
Total Score	95%	87%	91%		
Number of students tested	34	41	44		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 1 Test: **Reading Stanford Achievement Test – 9<sup>th</sup> Edition (Form S)**

Edition/publication year 1996 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered 31

Number of students who took the test 31

What groups were excluded from testing? Why and how were they assessed? \_\_\_\_\_

\_\_\_\_\_ No students were excluded from testing.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
<b>SCHOOL SCORES</b>					
Total Score	89%	93%	91%		
Number of students tested	31	40	35		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 2 Test: **Reading Stanford Achievement Test – 9<sup>th</sup> Edition (Form S)**

Edition/publication year 1996 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered 34

Number of students who took the test 34

What groups were excluded from testing? Why and how were they assessed? \_\_\_\_\_

\_\_\_\_\_ No students were excluded from testing.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
<b>SCHOOL SCORES</b>					
Total Score	81%	87%	85%		
Number of students tested	34	30	35		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

# **ASSESSMENTS** **REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 3 Test: **Reading Stanford Achievement Test – 9<sup>th</sup> Edition (Form S)**

Edition/publication year 1996 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered 29

Number of students who took the test 29

What groups were excluded from testing? Why and how were they assessed? \_\_\_\_\_

\_\_\_\_\_ No students were excluded from testing.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
<b>SCHOOL SCORES</b>					
Total Score	80%	78%	84%		
Number of students tested	29	36	45		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 4 Test: **Reading Stanford Achievement Test – 9<sup>th</sup> Edition (Form S)**

Edition/publication year 1996 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered 31

Number of students who took the test 31

What groups were excluded from testing? Why and how were they assessed? \_\_\_\_\_

\_\_\_\_\_ No students were excluded from testing.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
<b>SCHOOL SCORES</b>					
Total Score	78%	77%	71%		
Number of students tested	31	43	44		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 5 Test: **Reading Stanford Achievement Test – 9<sup>th</sup> Edition (Form S)**

Edition/publication year 1996 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered 41

Number of students who took the test 41

What groups were excluded from testing? Why and how were they assessed? \_\_\_\_\_

\_\_\_\_\_ No students were excluded from testing.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
<b>SCHOOL SCORES</b>					
Total Score	81%	80%	74%		
Number of students tested	41	40	48		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 6 (Exit Grade) Test: Reading Stanford Achievement Test – 9<sup>th</sup> Edition (Form S)

Edition/publication year 1996 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered 34

Number of students who took the test 34

What groups were excluded from testing? Why and how were they assessed? \_\_\_\_\_

\_\_\_\_\_ No students were excluded from testing.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
<b>SCHOOL SCORES</b>					
Total Score	88%	72%	77%		
Number of students tested	34	41	44		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

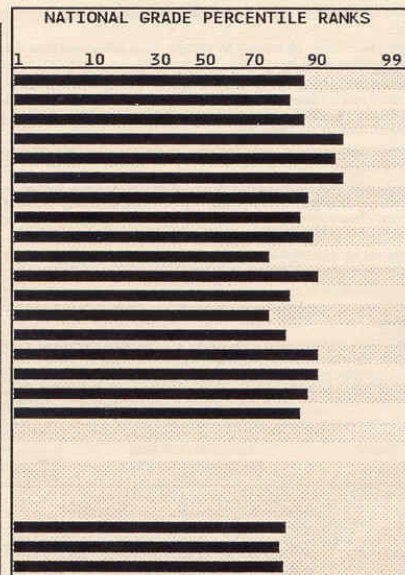


## GROUP REPORT FOR ST ALPHANSUS SCHOOL

DISTRICT: DIOCESE OF BILOXI  
TEST TYPE: MULTIPLE CHOICE

GRADE: 06  
TEST DATE: 03/03

SUBTESTS AND TOTALS	Number Tested	Mean Raw Score	Mean Scaled Score	National Indiv PR-S	Mean National NCE	Percent in each AAC Range		
						L	M	H
Total Reading	34	71.3	709	88-7	75.3	9	35	56
Vocabulary	34	25.5	713	84-7	70.6	9	44	47
Reading Comp.	34	45.8	709	88-7	75.0	9	41	50
Total Mathematics	34	69.5	732	95-8	85.7	0	24	76
Problem Solving	34	41.8	720	94-8	83.5	0	26	74
Procedures	34	27.7	754	95-8	85.7	0	32	68
Language	34	39.4	695	89-8	76.0	0	47	53
Lang Mechanics	34	19.7	692	87-7	73.9	6	56	38
Lang Expression	34	19.7	702	90-8	77.0	3	44	53
Spelling	34	24.0	683	77-7	65.9	15	56	29
Study Skills	34	25.7	701	91-8	78.4	0	50	50
Science	34	30.2	683	84-7	71.1	6	62	32
Social Science	34	27.6	656	77-7	65.7	21	53	26
Listening	34	32.8	692	83-7	70.1	9	59	32
Using Information	34	56.1	692	91-8	78.3	0	32	68
Thinking Skills	34	184.9	686	91-8	78.3	0	35	65
Basic Battery	34	262.9	NA	89-8	75.6	0	38	62
Complete Battery	34	320.7	NA	87-7	74.2	0	50	50
<b>OTIS-LENNON SCHOOL ABILITY TEST</b>		Mean Raw Score	Mean SAI	Age PR-S	Mean Age NCE	Natl Grade PR-S	Mean Natl G/NCE	
Total	34	53.6	116	84-7	71.2	671	83-7	70.5
Verbal	34	26.4	115	83-7	70.2	673	81-7	68.3
Nonverbal	34	27.2	116	83-7	70.2	672	82-7	69.5



CONTENT CLUSTERS	Number of Items	PERCENT IN EACH		
		Below Average	Average	Above Average
<b>Reading Vocabulary</b>	30	3	26	71
Synonyms	16	3	21	76
Context	7	3	59	38
Multiple Meanings	7	3	97	0
<b>Reading Comprehension</b>	54	0	18	82
Recreational	18	3	21	76
Textual	18	3	26	71
Functional	18	0	44	56
Initial Understanding	12	3	29	68
Interpretation	24	0	29	71
Critical Analysis	9	3	35	62
Process Strategies	9	6	15	79
<b>Mathematics: Problem Solving</b>	48	0	9	91
Measurement	6	3	71	26
Estimation	4	0	29	71
Problem-Solving Strategies	5	6	12	82
Number & No. Relationships	6	9	24	68
Number Systems & No. Theory	5	0	9	91
Patterns & Functions	3	0	21	79
Algebra	3	0	18	82
Statistics	6	3	18	79
Probability	3	0	12	88
Geometry	7	0	12	88
<b>Mathematics: Procedures</b>	30	0	9	91
Computation/Symbolic Notation	10	0	15	85
Computation in Context	16	0	9	91
Rounding	4	3	26	71
<b>Language</b>	48	0	24	76
Capitalization	8	0	47	53
Punctuation	8	0	41	59
Usage	8	3	41	56
Sentence Structure	12	0	29	71
Content and Organization	12	0	26	74

CONTENT CLUSTERS	Number of Items	PERCENT IN EACH		
		Below Average	Average	Above Average
<b>Spelling</b>	30	3	53	44
Homophones	5	12	59	29
Phonetic Principles	10	3	50	47
Structural Principles	10	0	56	44
No Mistake	5	12	50	38
<b>Study Skills</b>	30	0	18	82
Library/Reference Skills	17	0	35	65
Information Skills	13	0	9	91
<b>Science</b>	40	0	35	65
Earth & Space Science	12	3	15	82
Physical Science	14	0	38	62
Life Science	14	0	53	47
Science Process Skills	30	0	32	68
<b>Social Science</b>	40	0	59	41
History	10	3	56	41
Geography	9	0	29	71
Civics & Government	8	0	47	53
Economics	8	3	38	59
Culture	5	6	62	32
<b>Listening</b>	40	0	44	56
Vocabulary	10	0	38	62
Comprehension	30	3	47	50
Recreational	10	3	38	59
Informational	10	0	71	29
Functional	10	6	32	62
Initial Understanding	10	9	65	26
Interpretation	14	3	44	53
Critical Analysis/Strategies	6	6	68	26
<b>Using Information</b>	69	0	21	79
<b>Thinking Skills</b>	229	0	18	82

STANFORD LEVEL/FORM: Intermediate 3/S

OLSAT LEVEL/FORM: F/3

Copy 01

1995 NORMS: Spring

National

National

Process No. 10320612-1061835-4194-06246-1

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